

THE PROFESSIONAL CURRICULA TIME CRUNCH: OPTIONS FOR CHANGING STUDENT UNDERSTANDING AND PERCEPTIONS OF INTERPROFESSIONAL LEARNING AND COLLABORATION

Barbara Gilin, MSW, LCSW

Tracey Rush, EdD

Linda Knauss, PhD, ABPP

Robert Wellmon, PT, PhD, NCS

School of Human Service Professions

Widener University

Chester, PA USA

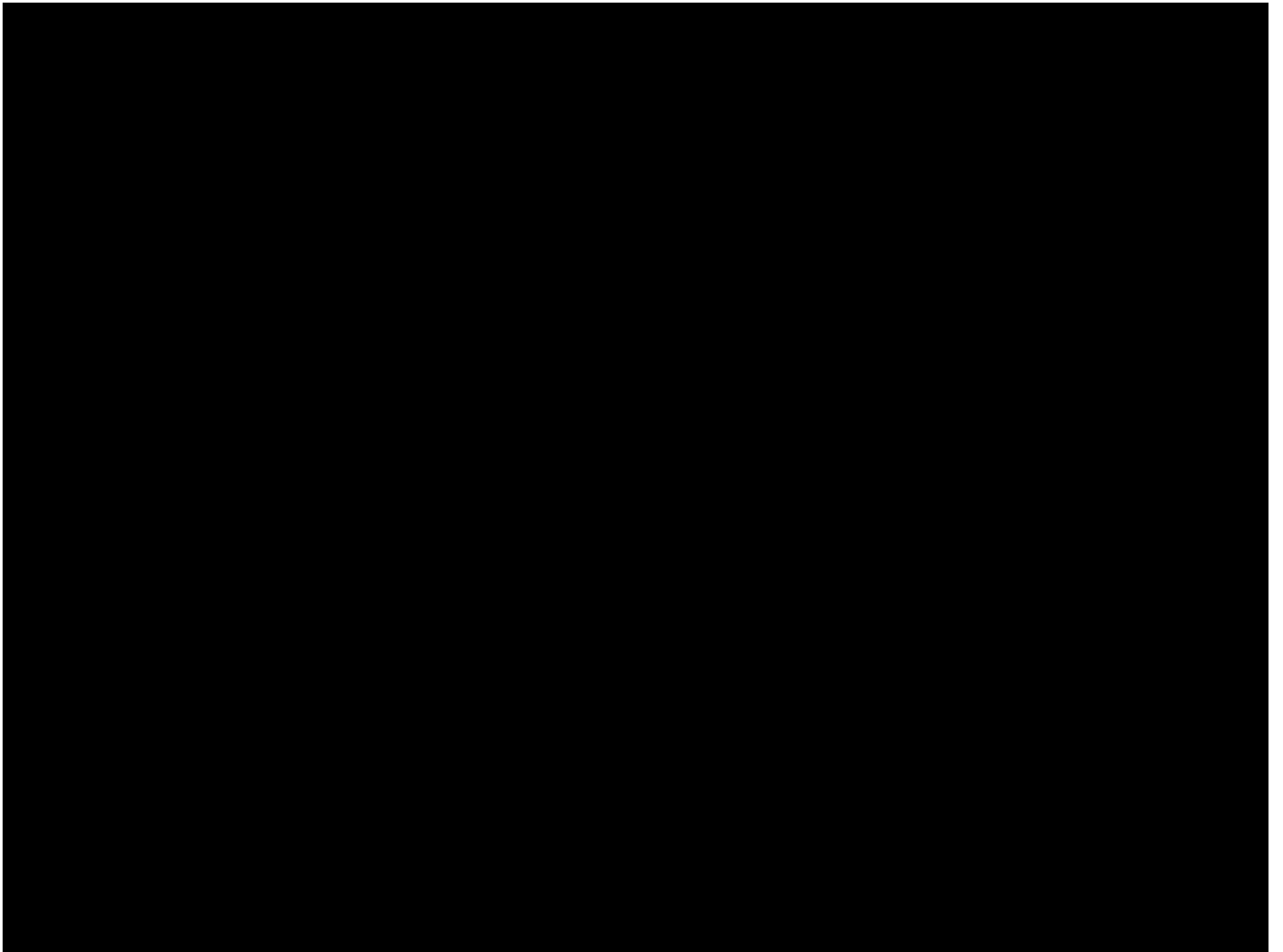
Objectives

- ◆ Briefly discuss some of the challenges faced in the academic setting in both creating and implementing IPL opportunities.
- ◆ Discuss curricular design options.
- ◆ Present a curricular approach used at Widener University to foster the skills thought to be essential for effective interprofessional collaboration.
- ◆ Describe the importance of including curricular assessment in the design and implementation of IPL opportunities.
- ◆ Present some of the findings from student assessment related to IPL used at Widener University.
- ◆ Open forum: opportunity to discuss what others are doing to incorporate IPL opportunities into professional curricula.





The Problem with Current Clinical Practice – Interprofessional Collaboration



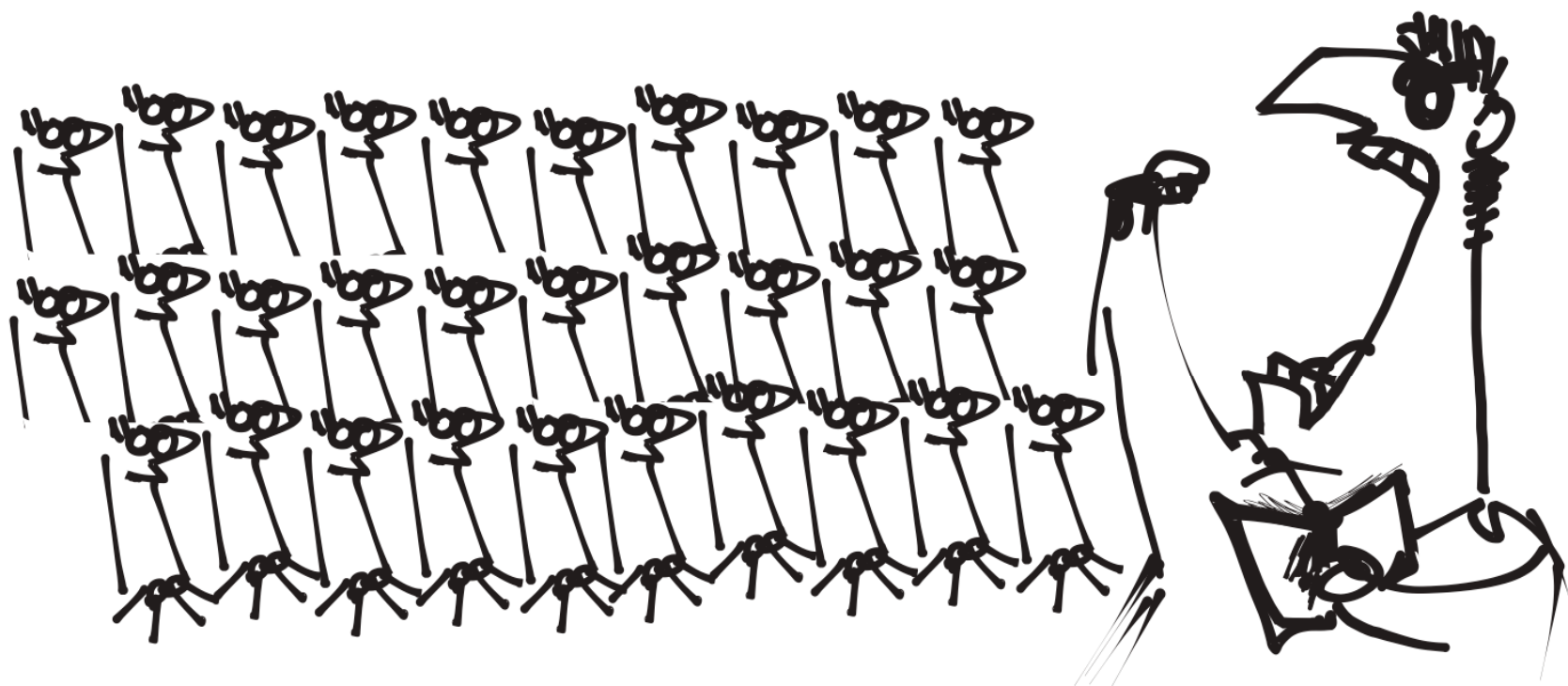
Importance of Interprofessional Collaboration

Practice

- ◆ Patient/client care can be complex
- ◆ Interprofessional teams are the future of medicine
- ◆ Improved quality of care
- ◆ Patient/client centered care
- ◆ Financial considerations

Education

- ◆ Learning with, from and about other disciplines
- ◆ Interprofessional collaboration skills can and should be taught prior to licensure
- ◆ Develop respect for other disciplines
- ◆ Practice the skills necessary for effective teamwork

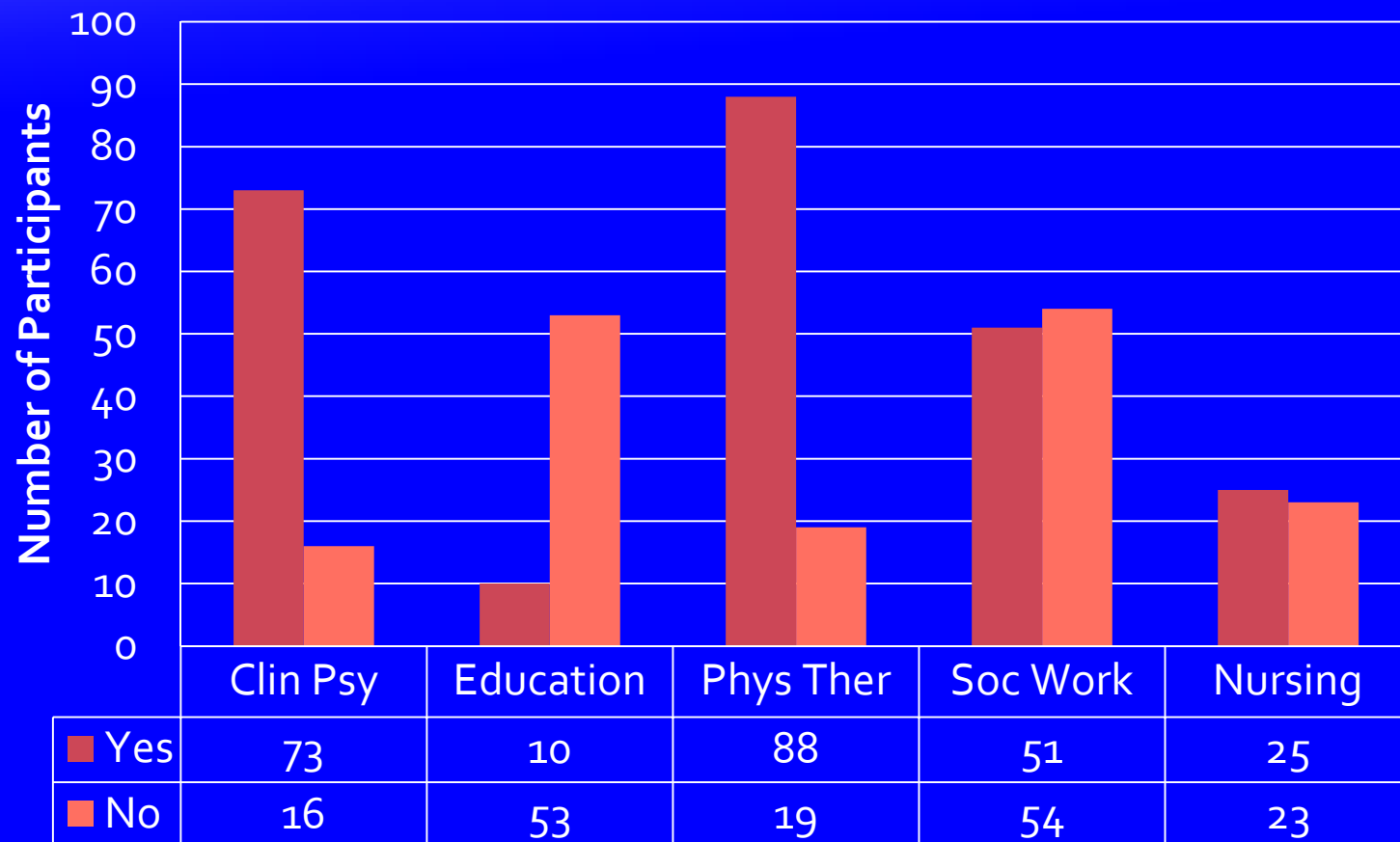


TYW

Importance of Interprofessional Education & Learning

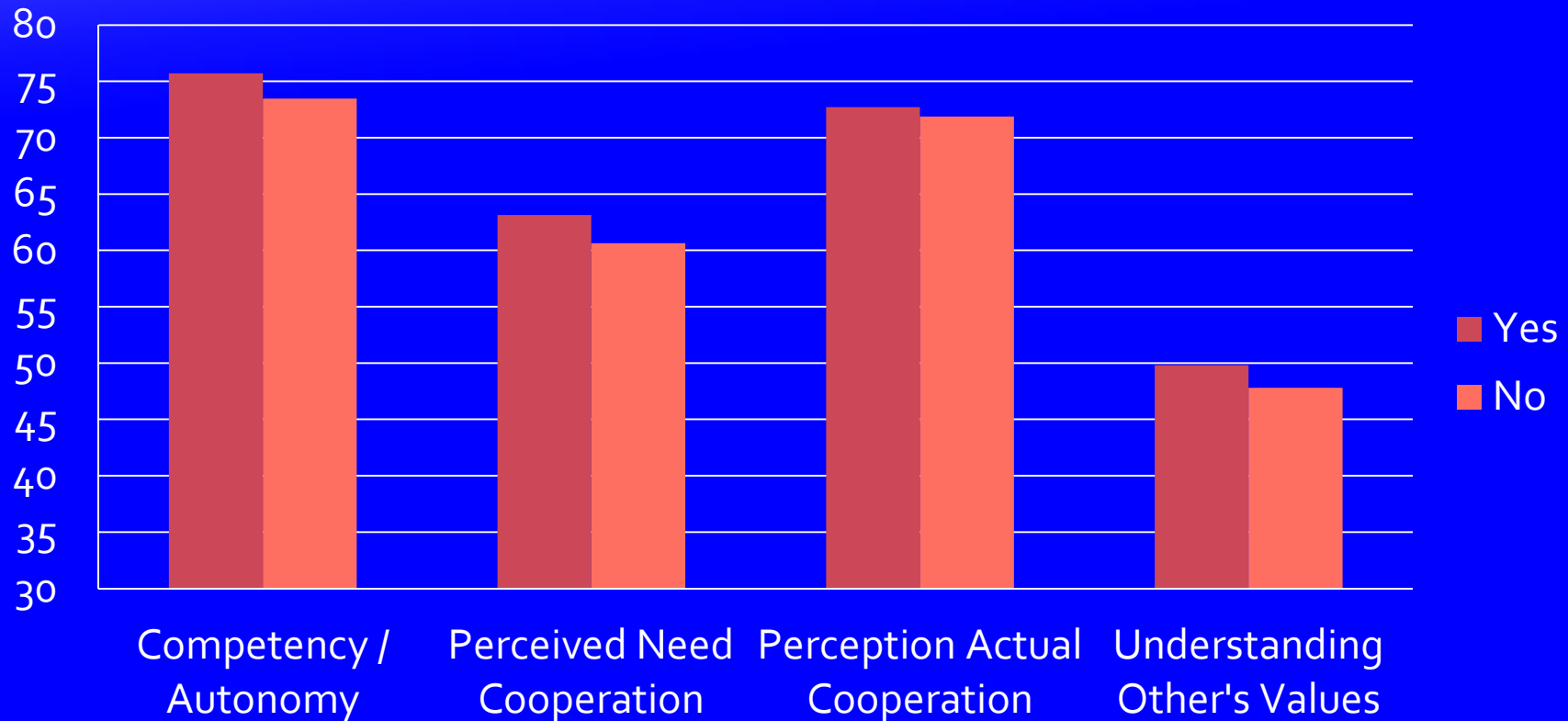
Importance of Interprofessional Learning

Number of Participants by Discipline who Self-reported Exposure to Working on an Interprofessional Team



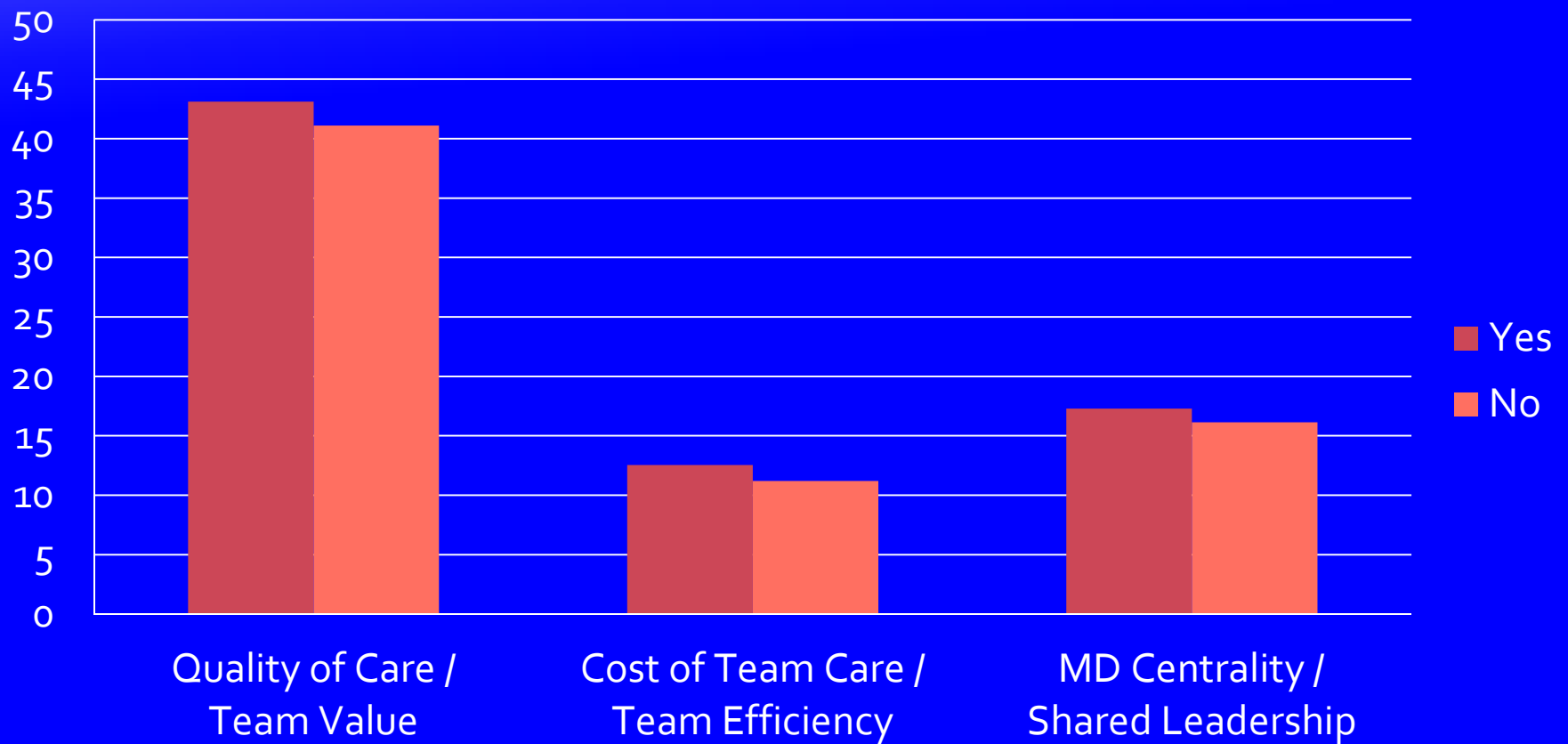
Importance of Interprofessional Learning

Mean Score on the Interdisciplinary Education
Preparation Scale (IEPS)



Importance of Interprofessional Learning

Mean Score on the Attitudes Toward Healthcare Teams Scale



Challenges Faced in Creating IPL Opportunities

Widener University

- ◆ Time
- ◆ Curricular silos
- ◆ Faculty support
- ◆ Administrative support
- ◆ Student support/seeing value in IPL and collaboration
- ◆ Infrastructure/Physical plant



Opportunities at Widener for IPL

Interprofessional Learning Opportunities

- ♦ Student Interdisciplinary Day – 6 hour learning module
- ♦ Diversity Day – 2 hours
- ♦ International Trip – approximately 1 week
- ♦ Graduate Student Research Day
- ♦ Community Outreach Programs

Student Interdisciplinary Day

Widener University

Widener Approach

Student Interdisciplinary Day

Student Learning Objectives

1. Understand the different structures and functions of multidisciplinary teams;
2. Understand the process of communication within a multidisciplinary team and with other related systems (i.e. agency administration, outside caregivers, client/patient/consumer significant family members);
3. Appreciate the different terminologies that are utilized in different types of multidisciplinary teams;
4. Demonstrate an understanding of professional values and code of ethics that guide professional working relationships;

Widener Approach

Student Interdisciplinary Day

Student Learning Objectives

5. Begin to understand the roles played by other professional disciplines in providing team based patient/client services;
6. Demonstrate skills in utilizing problem solving methods to resolve conflict within the team or between the team and outside systems;
7. Demonstrate skill in conducting a multidisciplinary assessment; and
8. Demonstrate skill in implementing/creating a multidisciplinary intervention

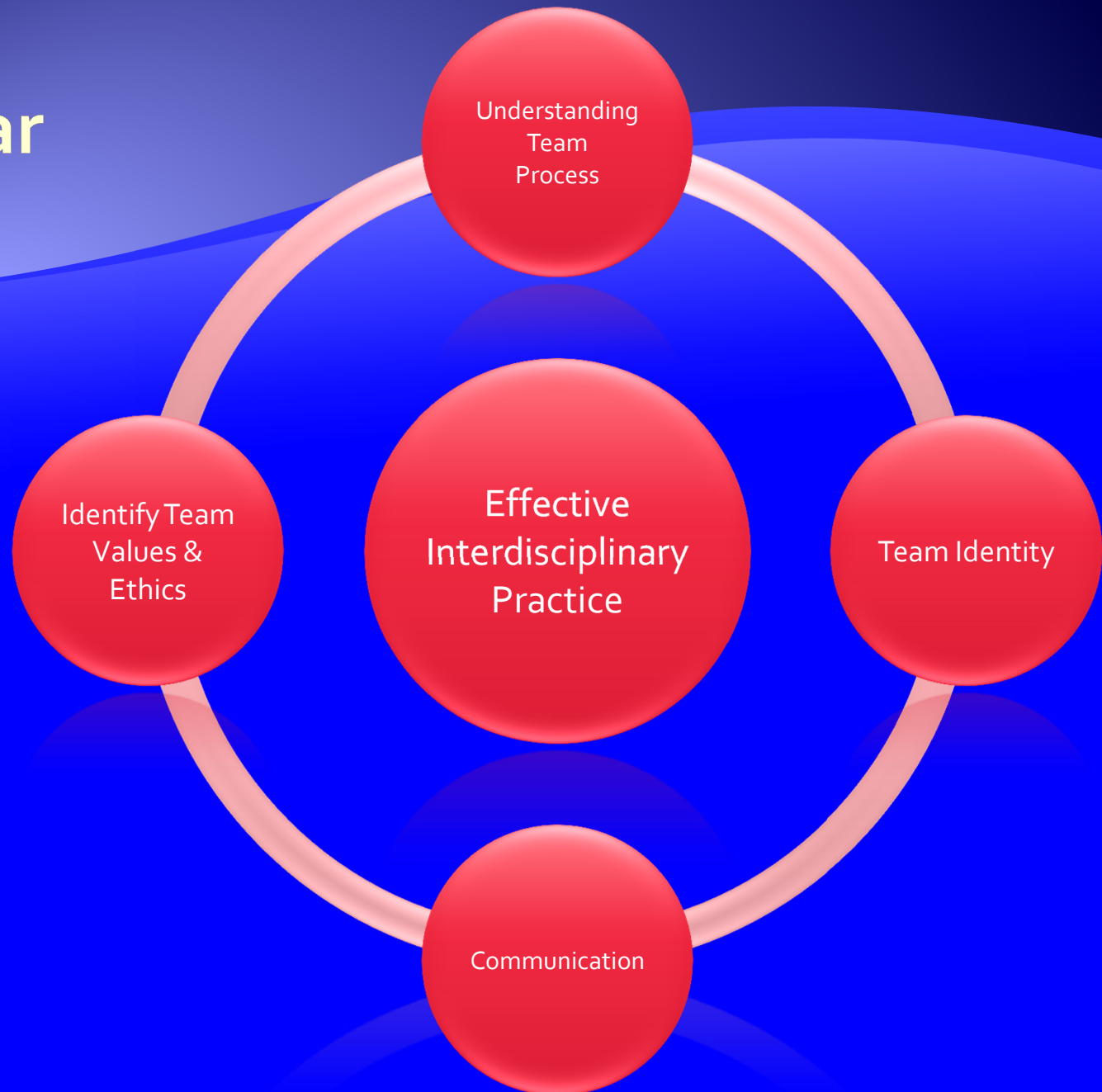
Widener Approach

Student Interdisciplinary Day

CIHC Core Competencies (2010)

1. Interprofessional communication
2. Role clarification
3. Team functioning
4. Collaborative leadership
5. Interprofessional conflict resolution
6. Patient/client/family /community-centered care

Original Curricular Model



Widener Approach

Student Interdisciplinary Day

Teaching Modules: Six Hours

Session 1: Introduction to Interdisciplinary Team
Functions & Member Roles – 1 hour

Session 2: Case Presentation & Team Meeting Structures –
1 hour

Session 3: Student Interdisciplinary Day – Simulated Team
Conference – 4 hours

Widener Approach

Student Interdisciplinary Day

Simulated Team Conference

- ♦ Case Introduction
- ♦ Interprofessional Group Meeting
- ♦ Discipline Specific Group Meeting
- ♦ Final Interprofessional Group Meeting
- ♦ Create a Service Plan
- ♦ Debriefing & Wrap-up

Widener Approach

Student Interdisciplinary Day

Case Considerations

- ◆ Real client with multiple disabilities
- ◆ Disciplines represented within SHSP
 - Clinical Psychology
 - Education
 - Clinical Social Work
 - Physical Therapy
- ◆ Promote interprofessional discussion



Widener Approach

Student Interdisciplinary Day

Case Study: Sarah

- ♦ 17 year old female
- ♦ Lives with single mother
- ♦ Final year high school
- ♦ Diagnosis: Cerebral Palsy
- ♦ Limitations
 - ♦ Mobility
 - ♦ Activities of daily living
 - ♦ Multiple learning disabilities
- ♦ Strengths
 - ♦ Above average intelligence
 - ♦ Motivated student
 - ♦ Support system







Curricular Assessment (& Research)

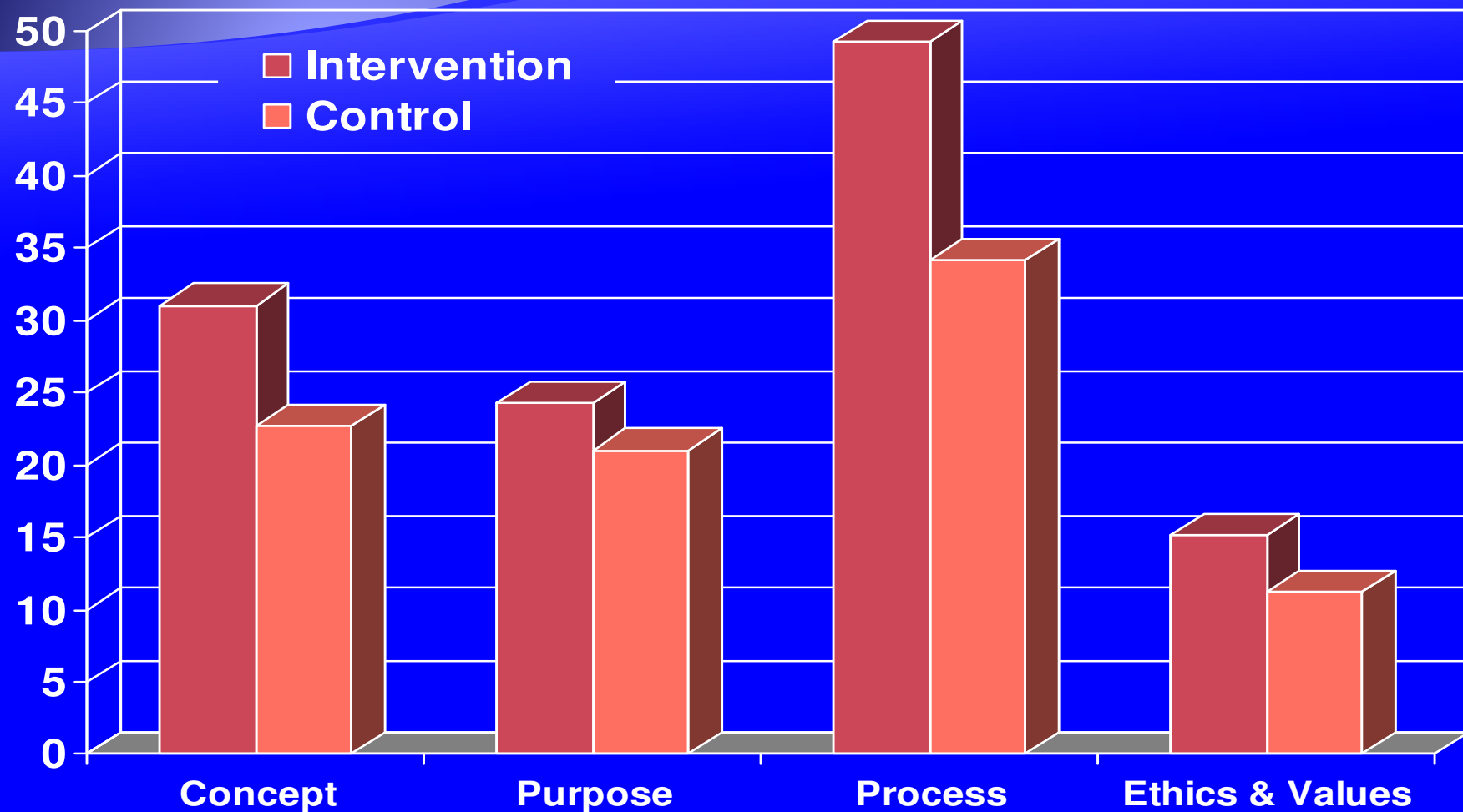
Assessment

Options

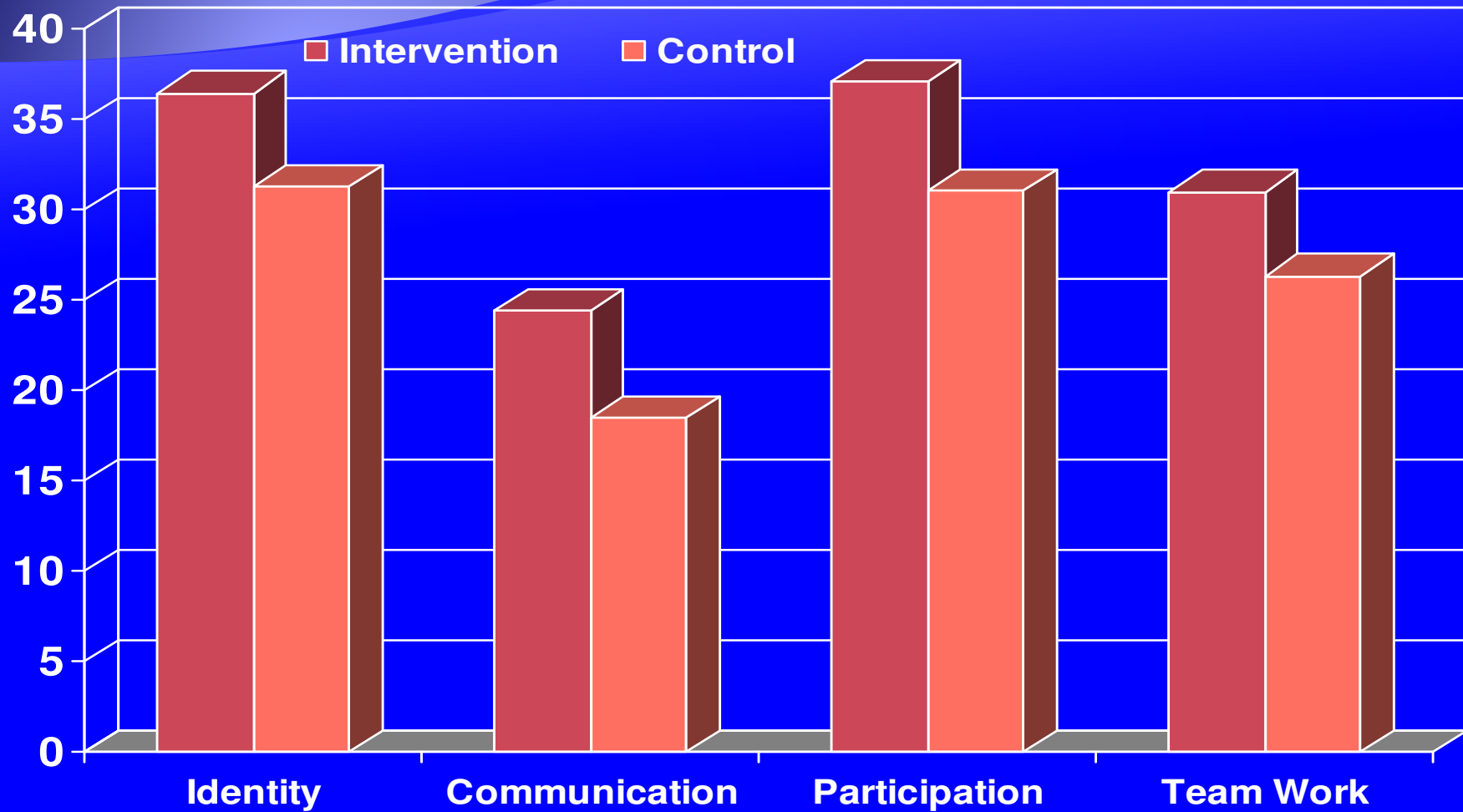
- ♦ Self report/attitudinal inventories
- ♦ Develop questions based on the learning objectives that are part of a self-report or attitudinal measure
- ♦ Qualitative approaches – focus groups, one-on-one interviews, behavioral observations
- ♦ Competency based checklists/OSCE
- ♦ Reflective assignments – artifacts for analysis



Knowledge and Understanding of Interdisciplinary Teams



Group Participation Skills (IPES)



Focus Group

Key Themes Emerging

- 1) Better understanding the professional roles of other team members
- 2) Increased awareness of professional role overlap among some of the disciplines

“I learned what physical therapy does, a little about what educators do and a little about what a social worker does but I’m still very vague about all of it”

Wellmon et al, 2009

Focus Group

Key Themes Emerging

- 3) Competition and conflict among disciplines & difficulty resolving differences

“I felt like everyone was fighting for air time and fighting (when) one discipline made a suggestion that the other disciplines would think wasn’t important.”

Wellmon et al, 2009

Focus Group

Key Themes from the Research

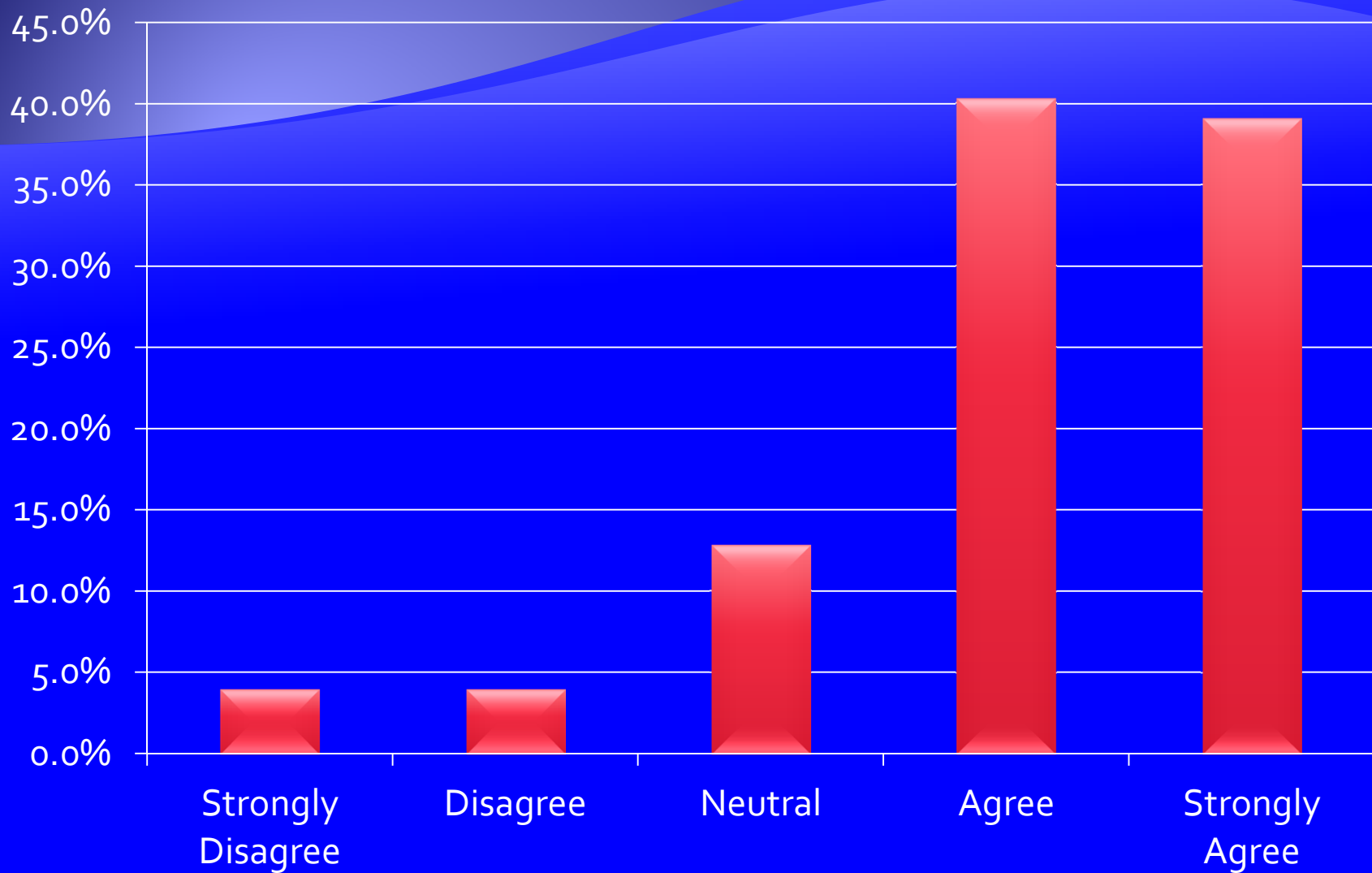
4) Appreciation of the need for effective leadership

“I was surprised that no one knew how to readily integrate all disciplines’ contributions into an action plan. There was a breakdown in the process...”

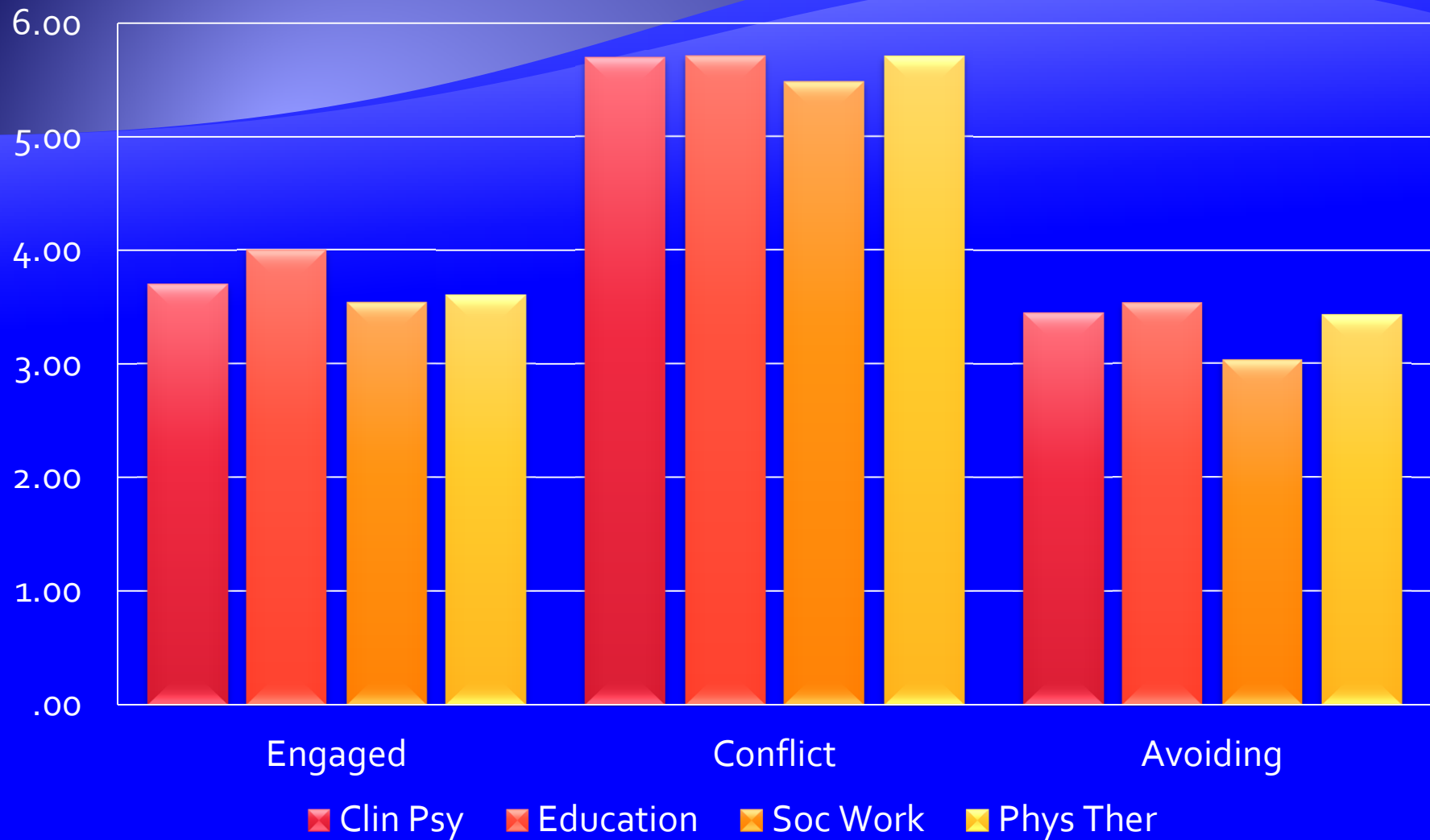
“Groups should not be facilitated by physical therapy students ... (differences of opinion) were not effectively resolved. The team leaders failed to lead.”

Wellmon et al, 2009

Leadership Within the Group Was Effective



Group Climate Questionnaire



Focus Group

Key Themes from the Research

5) Importance of collaboration in providing services

“I really liked working with physical therapy students. I gained a lot more information about what they do. I also found them easy to work with and thought that they really helped to inform the psychologists and other disciplines about how to better our work. They also seemed very interested in gleaning useful information from psychology.”

Wellmon et al, 2009

Focus Group

Key Themes from the Research

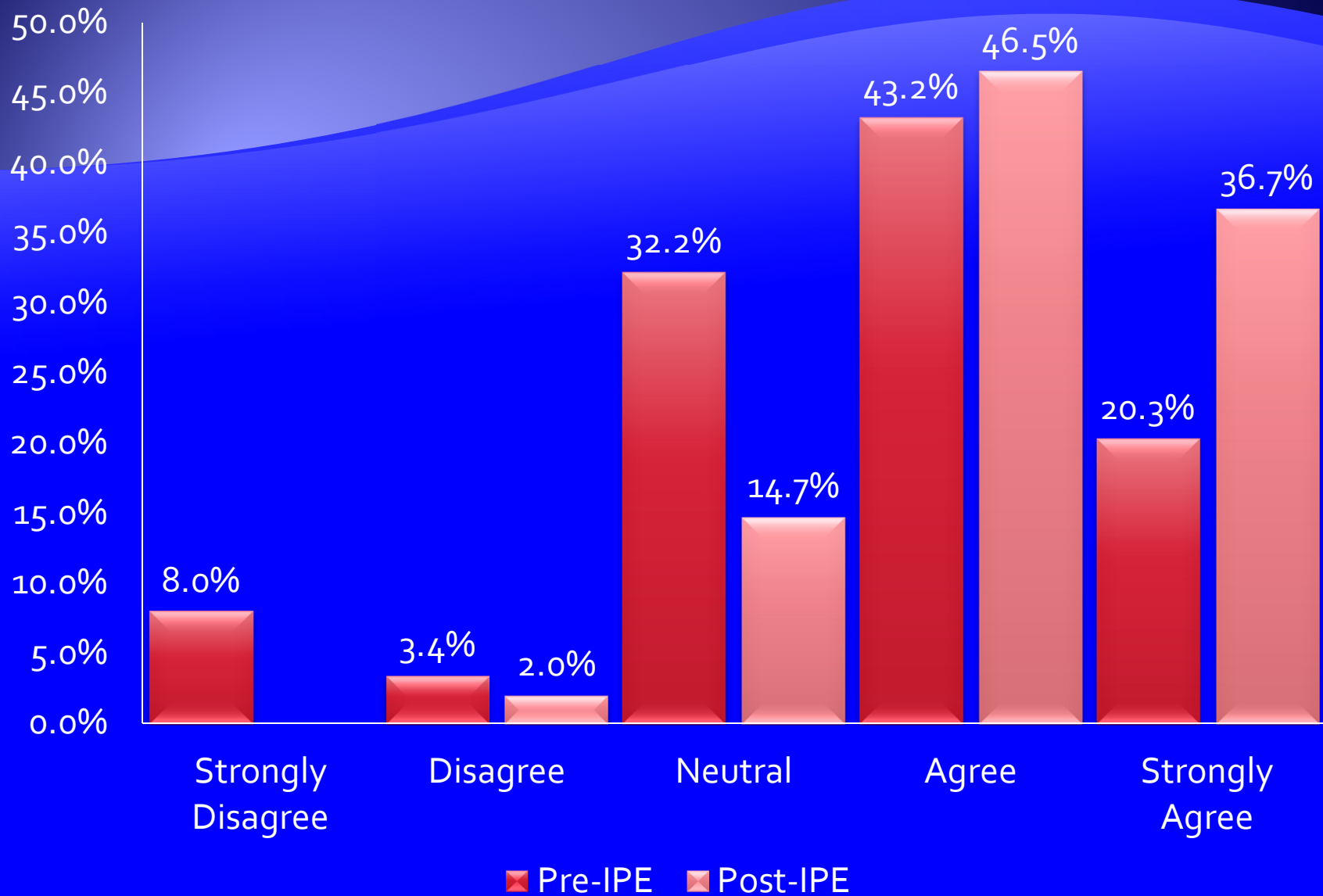
6) Development of professional competence and confidence

“I was surprised the whole team listened to my opinions ... this gave me confidence.”

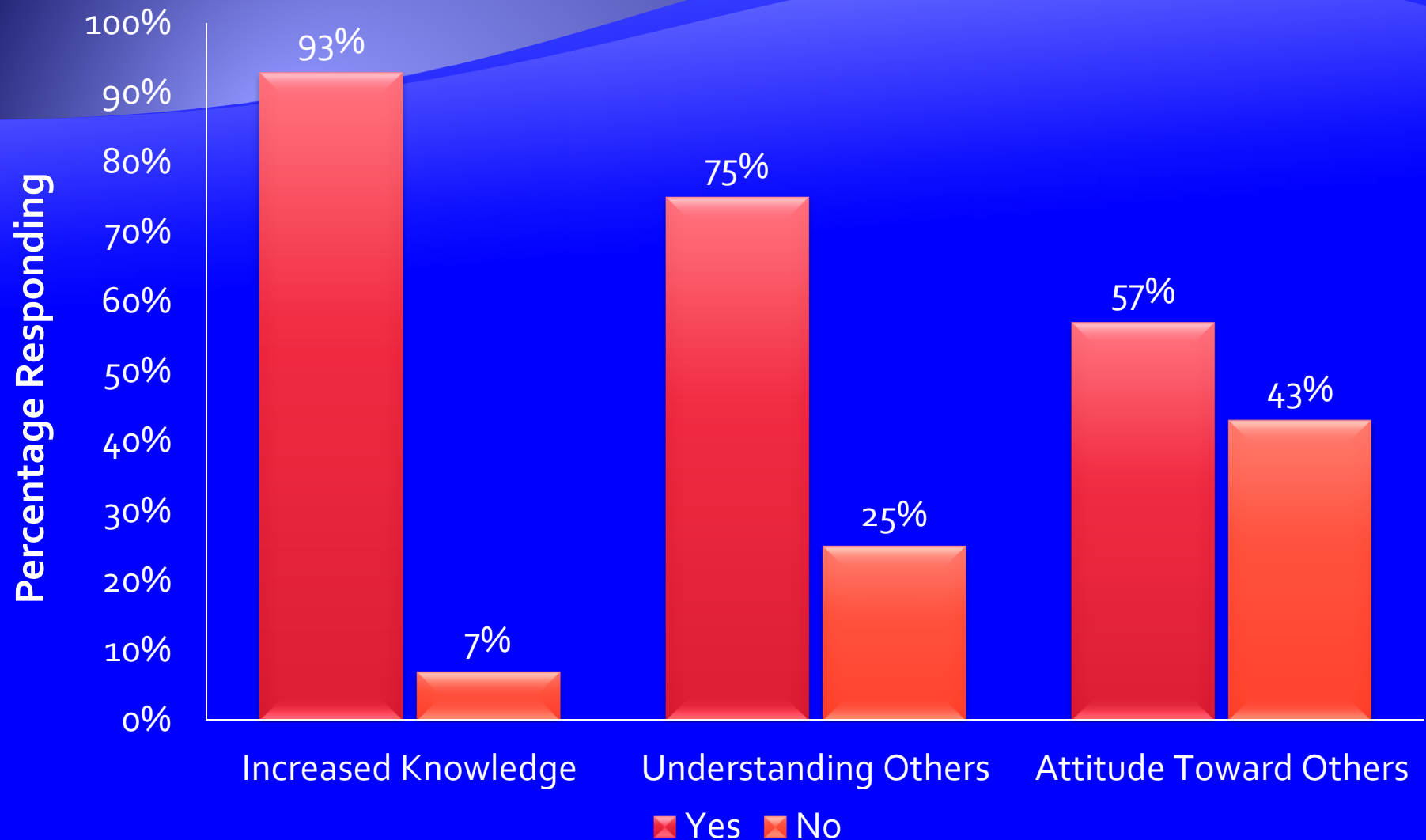
“The thing that surprised me the most about myself is that I could answer the questions from the other disciplines. I learned that I could bring more information to an interdisciplinary meeting than I had originally thought.”

Wellmon et al, 2009

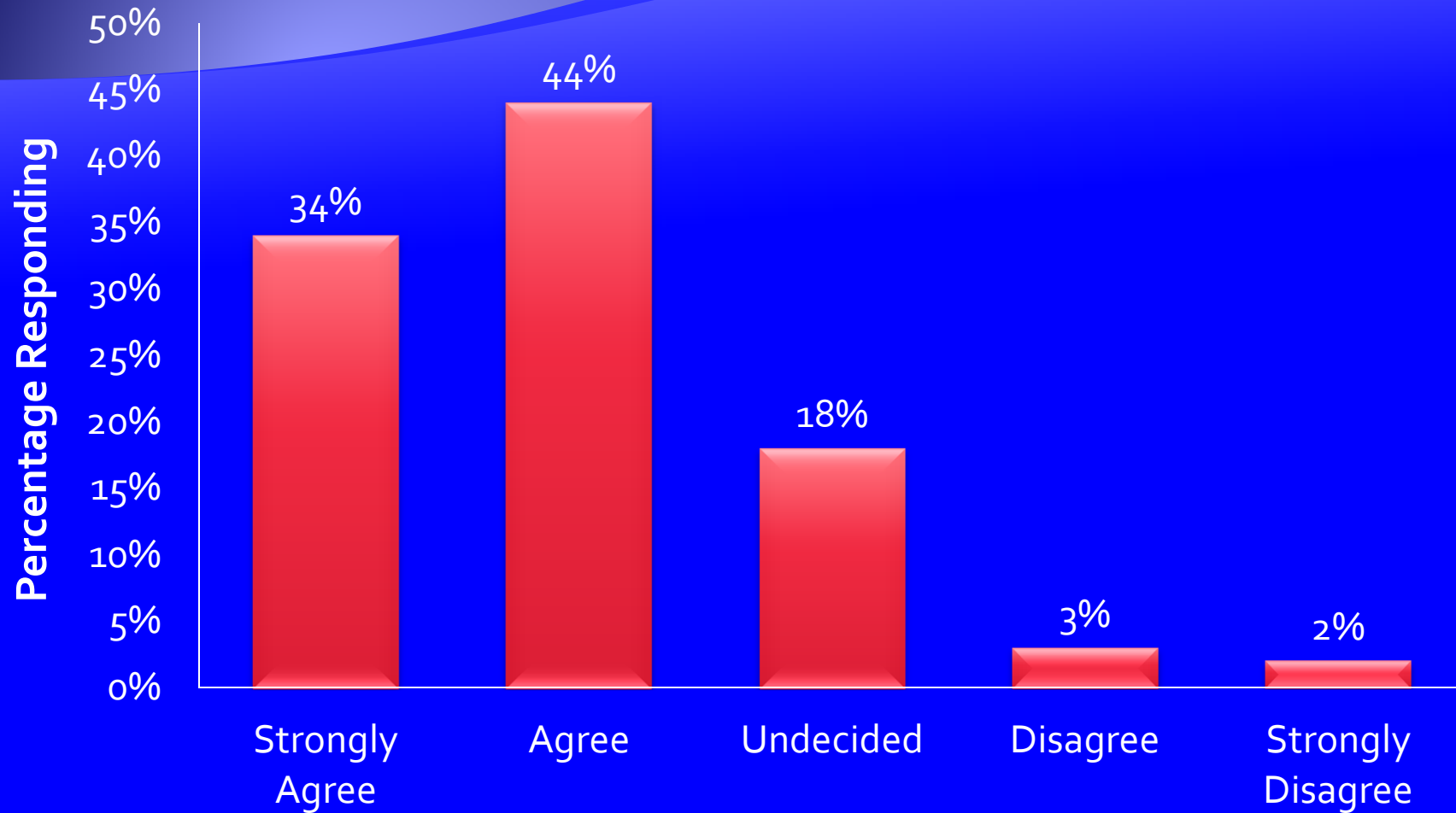
Feelings of Confidence in Working on an Interprofessional Team



Has the Experience Changed You?

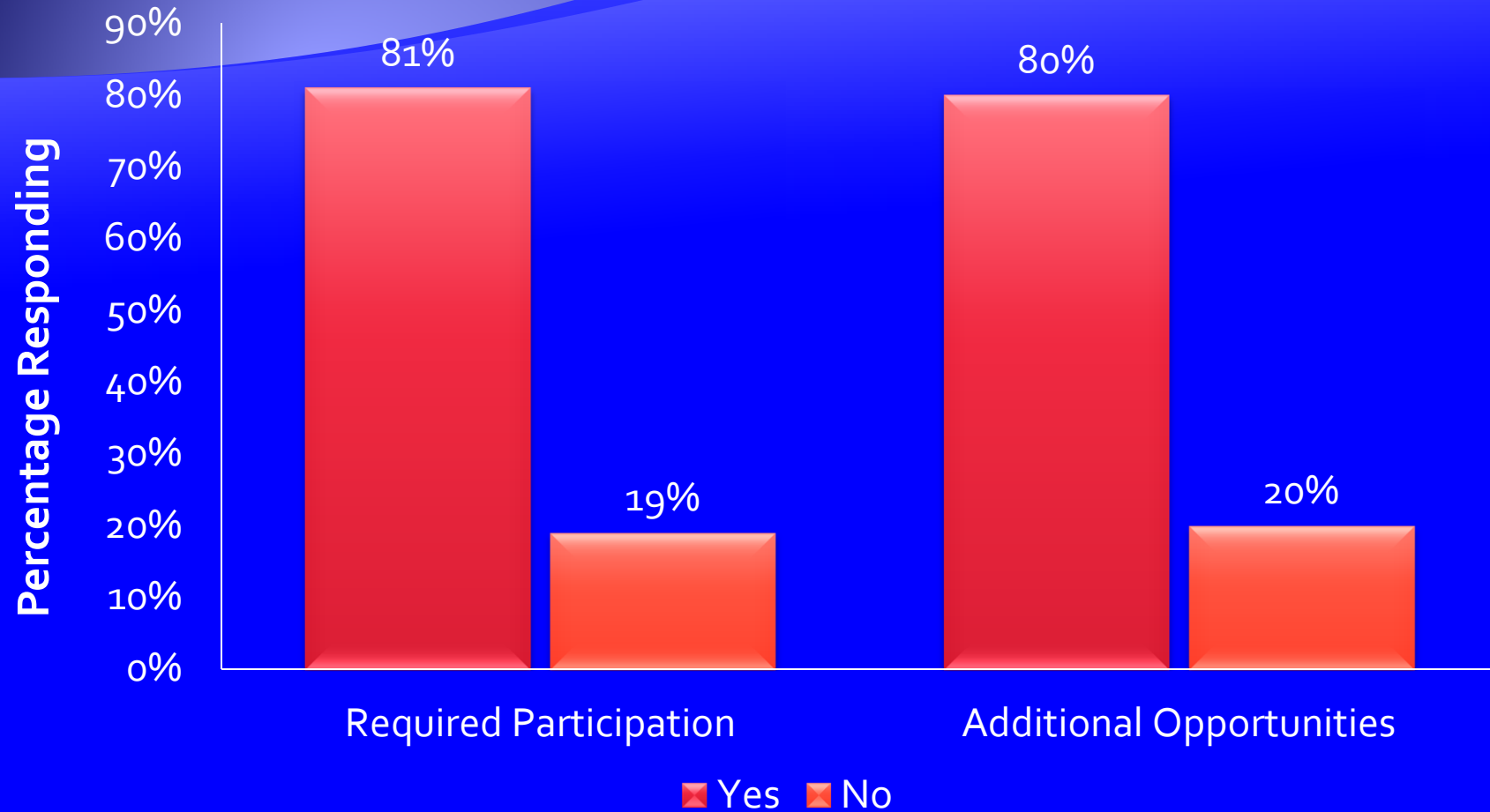


Team Working Skills Improved from Being on the Team



Gilin et al, unpublished data

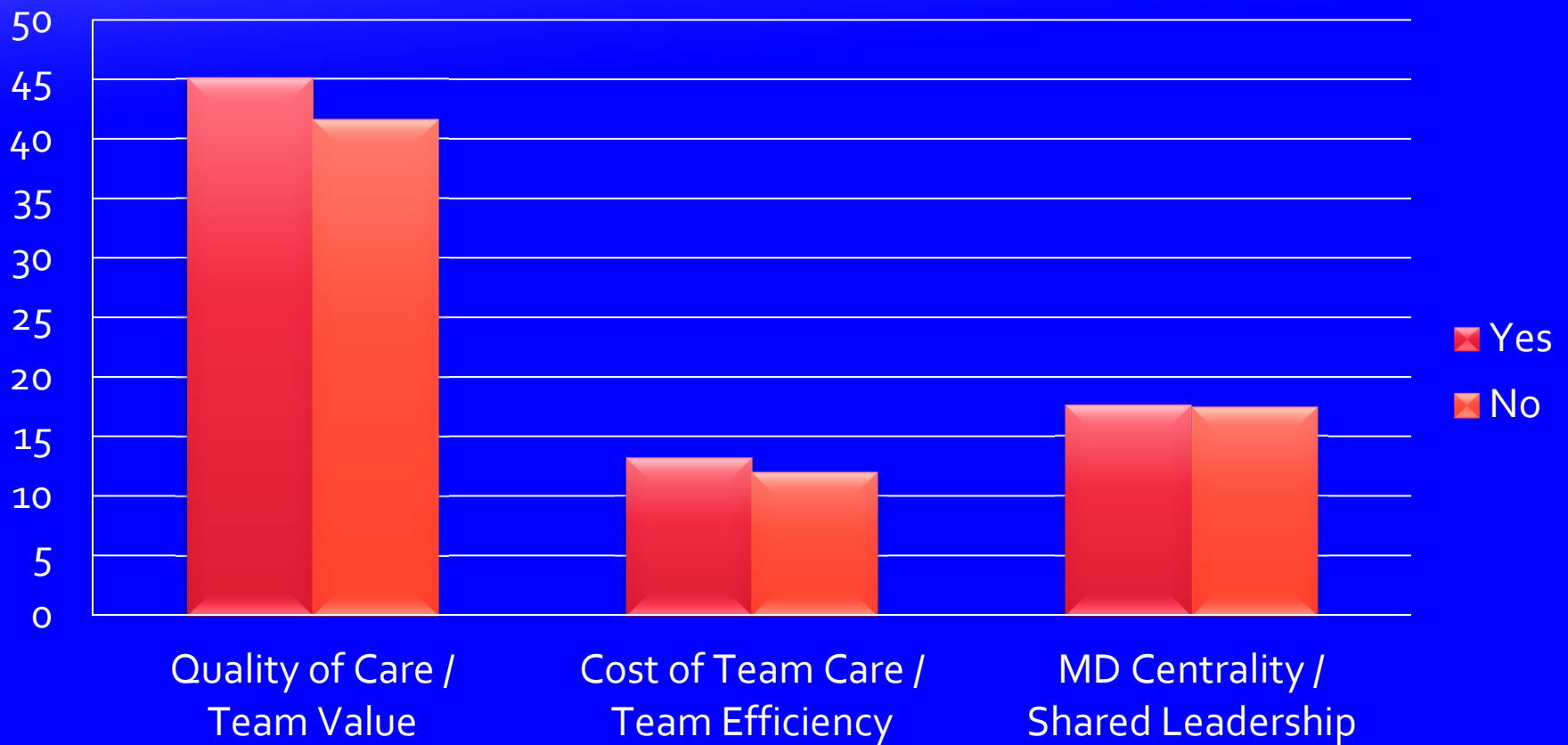
Interprofessional Curriculum



Gilin et al, unpublished data

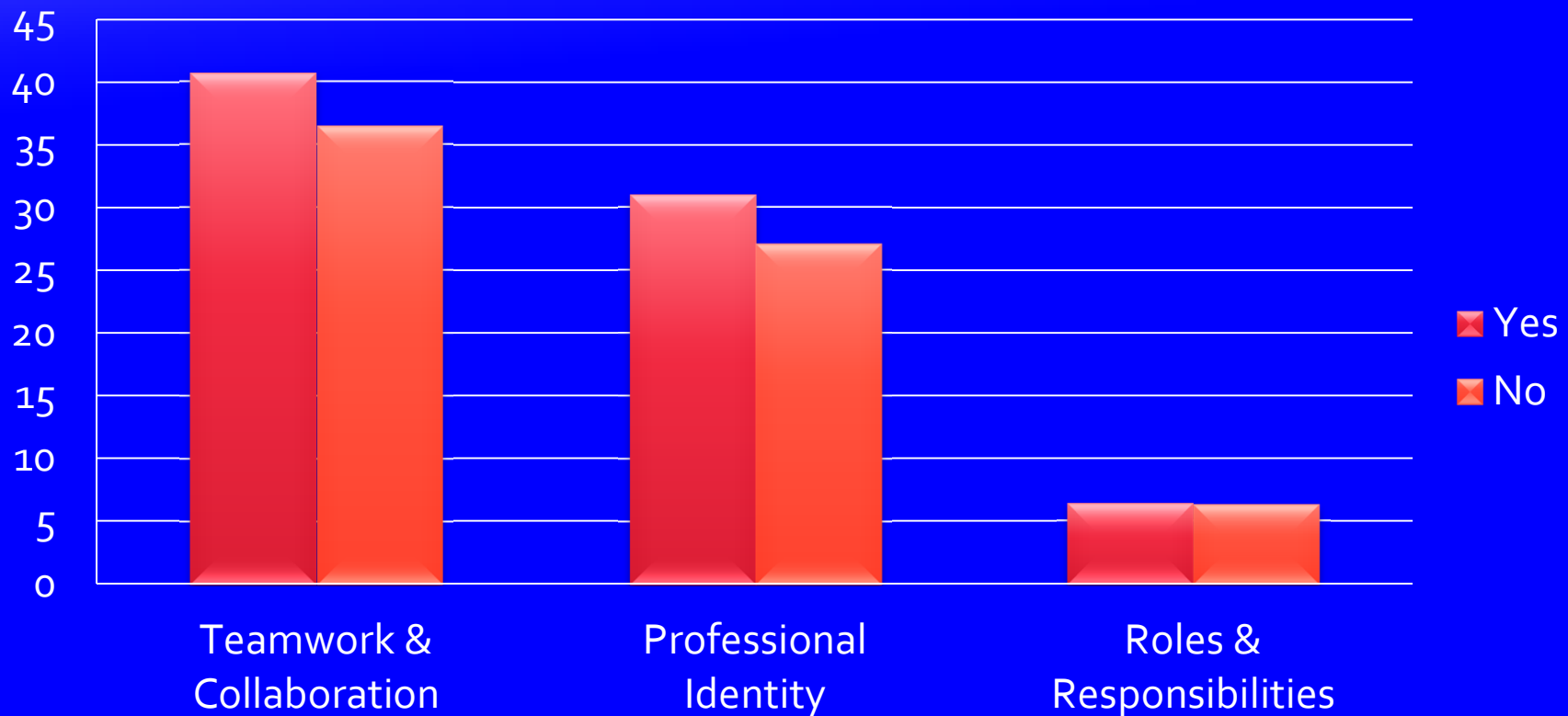
Should IPL Be Required: Yes Vs. No Respondents

Mean Score on the Attitudes Toward Healthcare Teams Scale

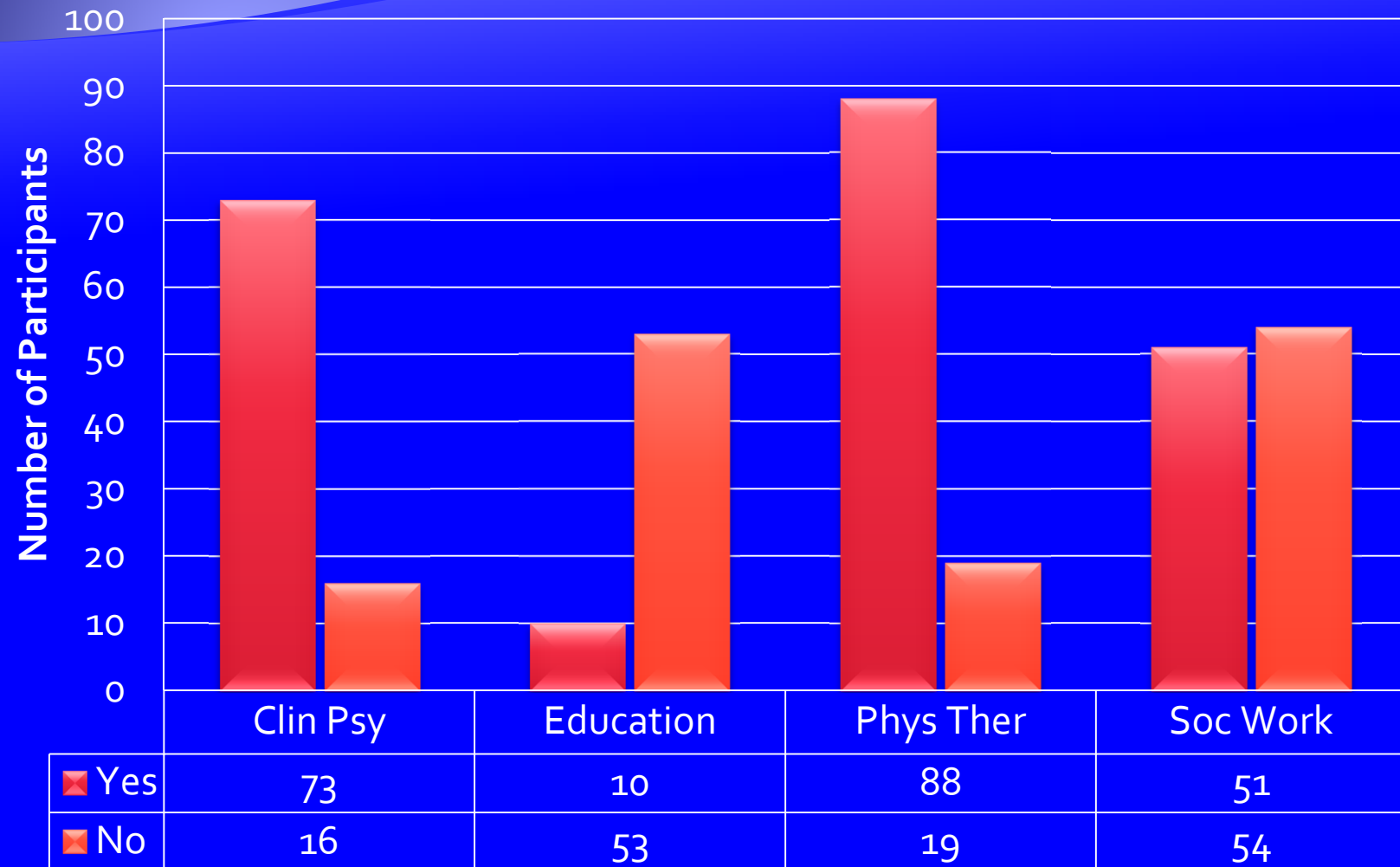


Should IPL Be Required: Yes Vs. No Respondents

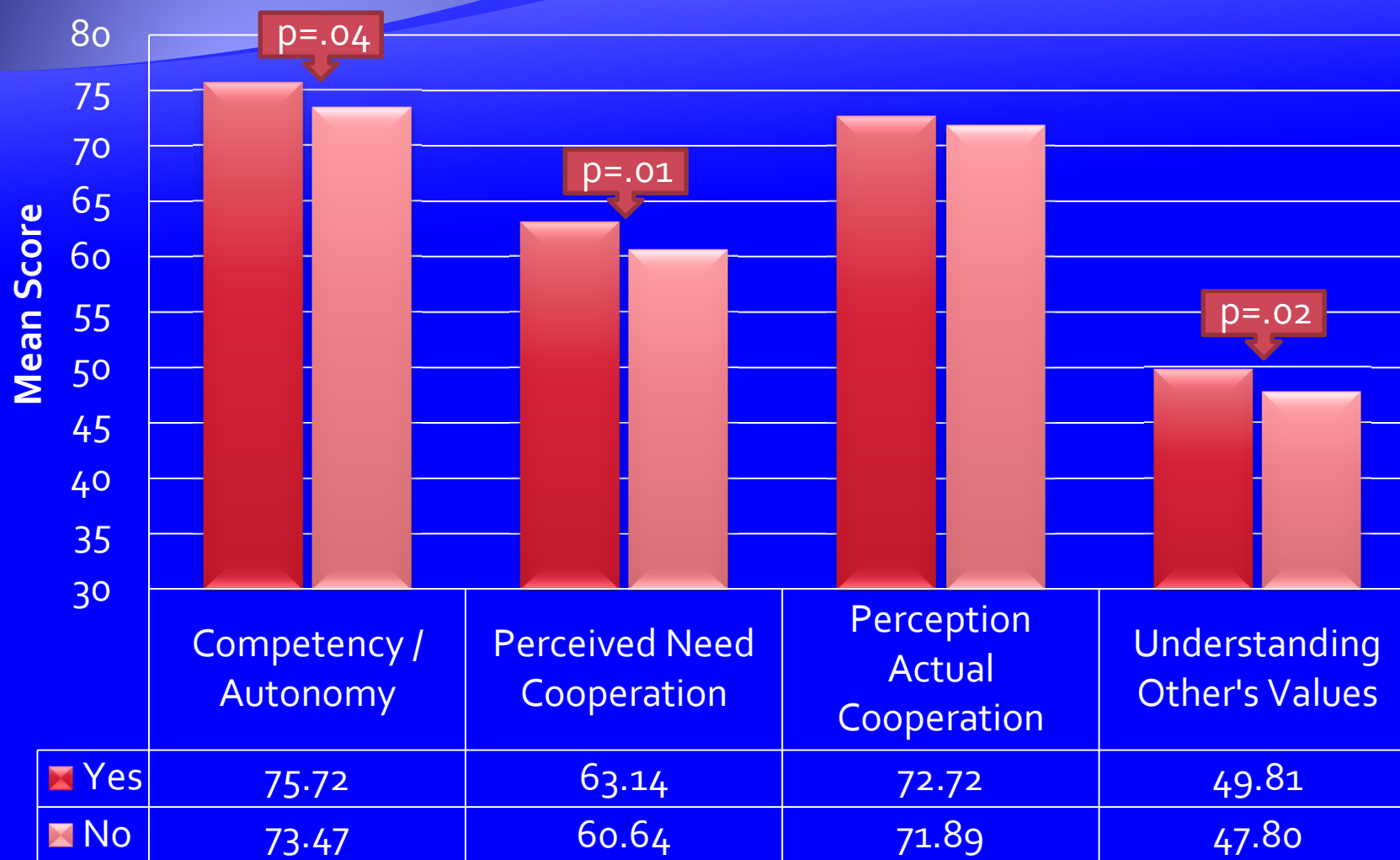
Mean Score on the Interdisciplinary Education
Preparation Scale (IEPS)



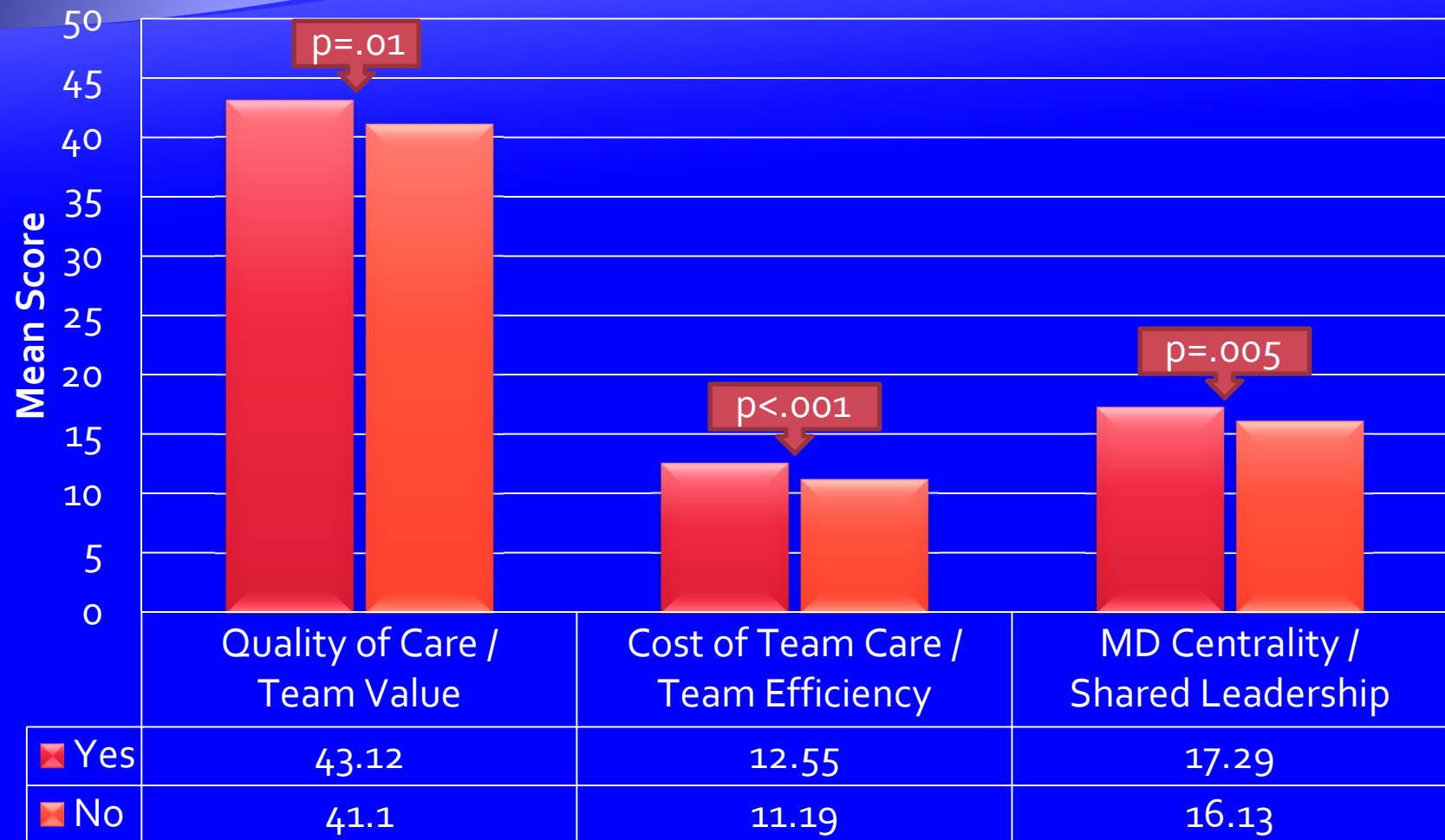
Number of Participants by Discipline who Self-reported the Opportunity to Work on an Interprofessional Team



Differences in Scores on the Interdisciplinary Education Perception Scale Based on Reported Experience with Interprofessional Collaboration



Differences in Scores on the Attitudes Toward Healthcare Teams Scale Based on Reported Experience with Interprofessional Collaboration



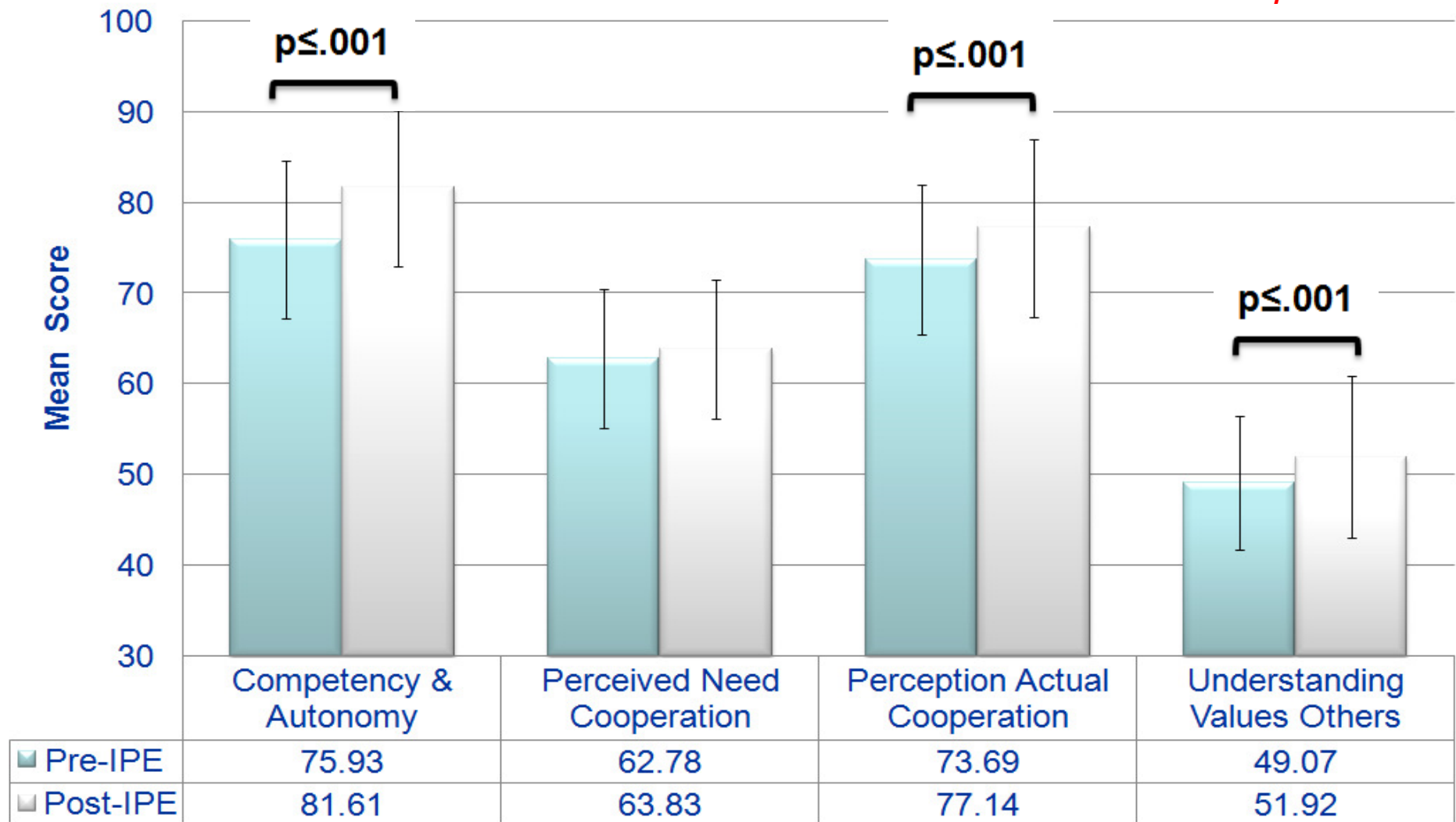
Revised Curricular Model





Mean Pre and Post-IPE Scores on the Interdisciplinary Education Preparation Scale (IEPS)

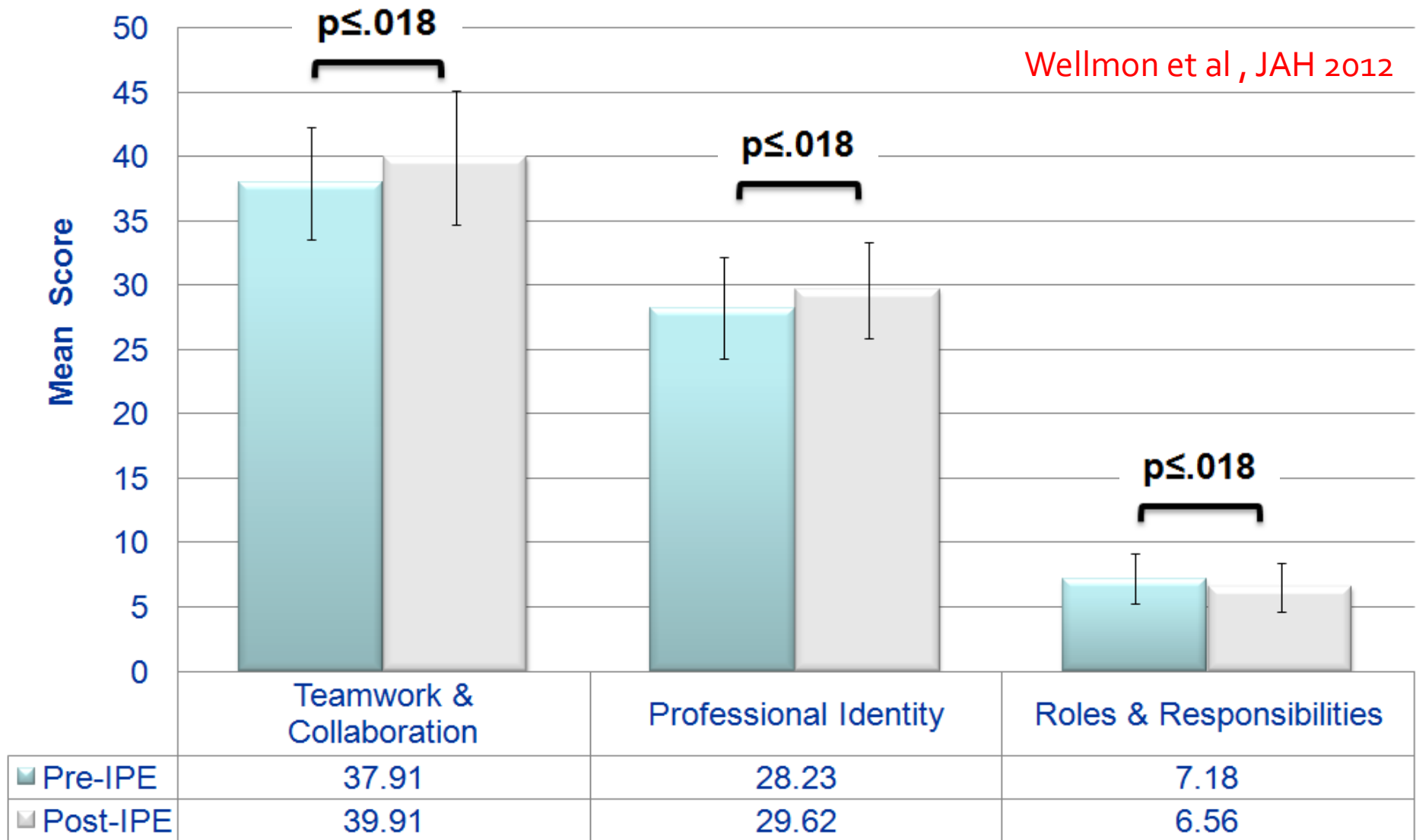
Wellmon et al , JAH 2012



Interdisciplinary Education Preparation Scale

Mean Pre and Post-IPE Scores on the Readiness for Interprofessional Learning Scale

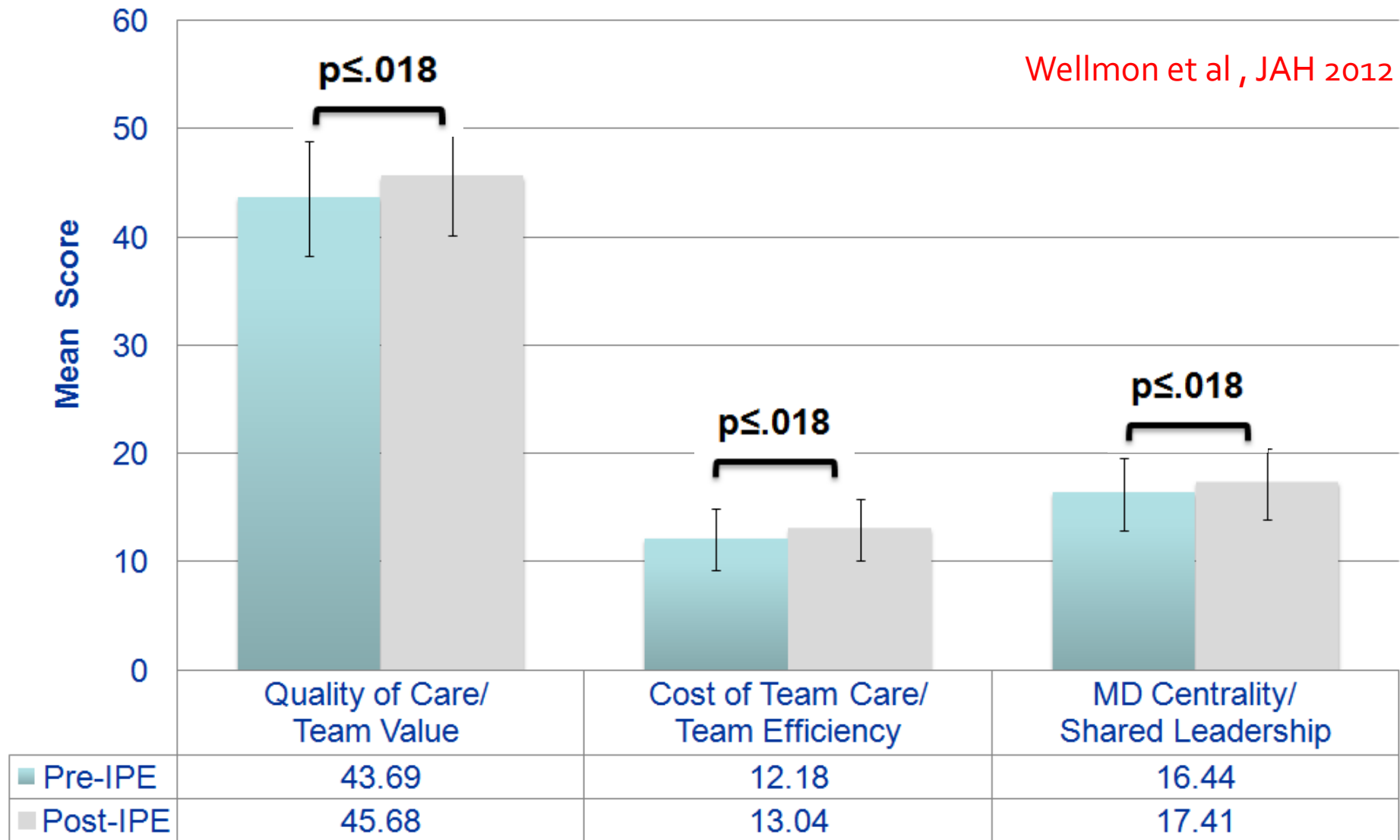
Wellmon et al, JAH 2012



Readiness for Interprofessional Learning Scale

Mean Pre and Post-IPE Scores on the Attitudes Toward Healthcare Teams Scale

Wellmon et al , JAH 2012



Attitudes Toward Healthcare Teams Scale

Widener Approach

Student Interdisciplinary Day

Student Learning Objectives	Assessment
1. Understand the different structures and functions of multidisciplinary teams.	Focus Groups ATHCTS Non-standard questionnaire RIPLS
2. Understand the process of communication within a multidisciplinary team and with other related systems.	Focus Groups
3. Learn the different terminologies that are utilized in different types of multidisciplinary teams.	Focus Groups Non-standard questionnaire RIPLS
4. Demonstrate an understanding of professional values and code of ethics that guide professional working relationships.	IEPS Focus Groups

Widener Approach

Student Interdisciplinary Day

Student Learning Objectives	Assessment
5. Begin to understand the roles played by other professional disciplines in providing team based patient/client services.	Focus Groups ATHCTS Non-standard questionnaire
6. Demonstrate skills in utilizing problem solving methods to resolve conflict within the team or between the team and outside systems.	Group Climate Questionnaire Focus Groups Non-standard questionnaire RIPLS
7. Demonstrate skill in conducting a multidisciplinary assessment.	Group Climate Questionnaire RIPLS
8. Demonstrate skill in implementing/ creating a multidisciplinary intervention.	Artifacts – Service Plan Focus Groups

$$D \times V \times F > R$$

Dissatisfaction
with the status
quo

Vision of a
positive
future state

First Steps in
the direction of
the vision

Resistance
to change



Questions?



Contact Information

Barbara Gilin, MSW, LCSW
bjgilin@widener.edu

Linda Knauss, PhD, ABPP
lknauss@widener.edu

Tracey Rush, EdD
trush@widener.edu

Robert Wellmon, PT, PhD
rhwelmon@widener.edu

School of Human Service Professions
Widener University
One University Place
Chester, PA 19013
USA